**Co-Teaching Planning Form**

Co-teachers: Erin Landsman and Sandra Gillett Palmer Class/block: Period 1-2 Date: 04-20-12

Objectives:

**SC.700.60.A.1. Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality.**

* 1. **Review vocabulary**
  2. **Benchmark assessment**

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| **Time** | **Co-Teaching Model** | **General Educator’s Role** | **Special Educator’s Role** | **Considerations** (such as differentiation, accommodations for specific students, etc.) |
| 5 min | Team Teaching | Attendance, Warm Up: Identify resource as renewable/non renewable  Thumbs up/down | Distribute Breakfast, Pencils, Binders | Make sure students are in their seats by 8 am (not to leave classroom).  **Robert** to Reading: After announcements. When he returns will need verbatim read/Scribe- Kurzweil  **Zion** to Reading: 9:00am on B days  Circulate and prompt verbally, remind to use notes |
| 30 min | Team Teach | 3.2.1 Questioning  Students circulate and have classmates fill in 6 questions about natural resources-  3 who/what/why  2 comparison  1 how might? | Both teachers circulate to support- verbal prompting to generate questions and provide examples of:  Natural resources  Renewable resources  Nonrenewable resources  Material resources  Energy resources  Conservation measures | **Zion**, **Sergey**, **Robert**: adult support- verbal scaffolding, reinforce use of note cards (graphic organizers)  **Precious, Ray:** behavior modeling  **Ciera**: social- make sure she has partners  Keep eye on Cristian and Carlos- work completion |
| 30 min | One Teach, One Assist | Bench-Mark- natural resources | Repeated directions  Verbatim Reading  Scribe | **Differentiated by Accommodations:**  Version 1: 3 choices, broken into smaller chunk matching, BCR  Version 2: 4 choices, BCR |
| 10 min | One Teach, One Assist | Student work with partner or independently to complete posters- cut out and label resources- 5 renewable, 5 non renewable | Project explanation-rubric | Worked in pairs |

Dividing up the work: Who does what before and after the lesson?

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|  | **General Educator** | **Special Educator** |
| Before the lesson  (prep work) | Benchmark  3-2-1  Study sheet | Slide show- warm up  Note Cards |
| After the lesson (grading, clean-up) | Grading | Clean Up |